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ABSTRACT

In fall 1991, a follow-up study was conducted of the former Architectural Technology students at William Rainey Harper College (WRHC), in Palatine, Illinois, as a partial evaluation of the effectiveness and need for the program. Surveys were mailed to 91 former WRHC students who had left the college between 1981 and 1990 after passing at least four architectural technology courses. Survey findings, based on a 68% response rate (n=62), included the following: (1) 67.7% of respondents were employed full-time, with 62% of those employed in fields related to Architectural Technology; (2) 53% of those employed full-time worked within the WRHC district, and an additional 26% worked in the surrounding suburbs; (3) the mean salary for full-time employees was $26,500; (4) Architectural Technology students had more difficulty transferring than other career alumni, with 61% versus 74% of courses successfully transferring; (5) respondents rated WRHC's math, psychology, and specific architectural technology courses as most beneficial to them; and (6) 41% of respondents had not taken any additional college courses since leaving WRHC, 41% had taken additional courses without having attained a bachelor's degree as yet, and 15% had attained a bachelor's degree. Detailed results and the survey instrument are included. (MAB)

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William Rainey Harper College

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APRIL 1992

Evaluating Success in Architectural Technology

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A B S T R A C T

THE PURPOSE OF THIS STUDY WAS TO FOLLOW-UP FORMER ARCHITECTURAL TECHNOLOGY PROGRAM STUDENTS AS A PARTIAL EVALUATION OF THE EFFECTIVENESS AND NEED FOR THE PROGRAM.

THE SURVEY POPULATION CONSISTED OF 91 FORMER STUDENTS WHO LEFT HARPER BETWEEN 1981 AND 1990 AND WHO PASSED AT LEAST FOUR ARCHITECTURAL TECHNOLOGY COURSES. A SURVEY WAS MAILED TWICE TO THIS POPULATION AND AFTER A TELEPHONE FOLLOW-UP. RESPONSES WERE OBTAINED FROM 62 OR 68 PERCENT OF THE POPULATION.

THIS IS AN AMAZING RESPONSE RATE FOR STUDENTS WHO HAVE BEEN GONE SO LONG FROM HARPER COLLEGE. AMONG THE FORMER ARCHITECTURAL TECHNOLOGY STUDENTS, A HIGH PERCENTAGE ARE EMPLOYED IN FIELDS RELATED TO THEIR EDUCATION AT HARPER AND IN A GEOGRAPHIC AREA CLOSE TO HARPER. THEIR SALARIES ARE IN A SATISFACTORY RANGE. AN EXPECTED PERCENTAGE ARE CONTINUING THEIR EDUCATION WITH THE VAST MAJORITY REMAINING IN A FIELD CLOSE TO ARCHITECTURAL TECHNOLOGY. THE FREQUENCY OF PERFORMING A LIST OF SPECIFIC TASKS WAS OBTAINED AS WAS THE EVALUATION OF THE BENEFITS RECEIVED FROM SPECIFIC COURSES ENROLLED IN AT HARPER COLLEGE.

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PURPOSE

The purpose of this study was to follow-up former Architectural Technology Program students as a partial evaluation of the effectiveness and need for the program. The study was requested by the coordinator of the Architectural Technology Program and is part of the Program Review process.

METHODOLOGY AND POPULATION SURVEYED

The survey population consisted of 91 former Harper students who left Harper between the spring of 1981 and the spring of 1990 and passed at least four architectural technology courses. The survey instrument shown in the appendix was developed jointly by the Coordinator of Architecture Technology and the Office of Planning and Research.

It was mailed to the survey population and after three weeks a second mailing was made to the non-respondents. After another three weeks those still not responding were telephoned and some of the survey information was gathered over the telephone. Using this follow-up procedure, 29 completed mail responses were received while information was gathered from 33 others over the telephone.

The total response rate was then 62/91 or 68 percent. This is a remarkable response rate for students who have been gone so long from Harper College.

DISCUSSION OF RESULTS

Among the respondents, 68 percent were employed full time, 6 percent part time, 16 percent were working on a bachelors degree, 3 percent had returned to Harper and .7 percent were not employed nor enrolled in college. These percentages are close to results of surveys of all career alumni who have left Harper 6 or 7 years before.

Among those employed full time, 62 percent are employed in fields related to Architectural Technology and 53 percent are employed in the district while another 26 percent are employed in surrounding suburbs. The mean salary for those employed full time is about $26,500. This data too is consistent with data produced from long-term follow-up studies of all career alumni. The skills most often used by those working in the field are drafting, estimating, purchasing of building products, shop drawings, CAD, and specifications. Trade skills are seldom used.

Education plans show 41 percent have never taken any further college courses since leaving Harper College. Another 41 percent have taken further courses but have not as yet achieved a bachelors degree although the vast majority are still enrolled in a baccalaureate program. About 15 percent have already achieved a bachelors degree. Architectural Technology students have a little more difficulty transferring than other career alumni - 61 percent versus 74 percent of the courses successfully transferred. Among those currently enrolled, 77 percent are in majors related to architectural technology.

In evaluating the curriculum former students rated math, specific architectural technology courses and psychology as most beneficial to them. In terms of courses they did not take at Harper but now feel they would be of benefit to them were construction management, rendering, energy conservation, perspective, building habilitation and remodeling and civil engineering skills.

A number of suggestions were received for improving the Architectural Technology Program and a number of comments were received about how they have used computer skills in their present situation.

MAJOR CONCLUSIONS

Among the former Architectural Technology students, a high percentage are employed in

MAJOR CONCLUSIONS (continued)

fields related to their education at Harper and in a geographic area close to Harper. Their salaries are in a satisfactory range. An expected percentage are continuing their education with the vast majority remaining in a field close to Architectural Technology. The frequency of performing a list of specific tasks was obtained as was the evaluation of the benefits received from specific courses enrolled in at Harper College.

DETAILED RESULTS

Employment Status	N	PCT
Full Time	42	67.7
Part Time	4	6.5
Working on bachelors degree	10	16.1
Returned to Harper College	2	3.2
Not employed/enrolled in College	4*	6.5
*One former student has a bachelors degree		
Total	62	100.0

Among 42 employed full time, 26 or 61.9 percent are related to architectural technology and among the four employed part time, two or 50 percent are related to architectural technology among the 19 who gave the address of their employers.

Location	N	PCT
Harper District	10	52.6
Surrounding Suburbs	5	26.3
Downtown Chicago	1	5.3
Illinois, outside of Chicago area	3	15.8
Total	19	100.0

Annual Salary of Those Employed Full Time	N	PCT
Under $15,000	1	2.7
$15,000 - $19,999	4	10.8
$20,000 - $24,999	12	32.5
$25,000 - $29,999	9	24.3
$30,000 - $34,999	6	16.2
$35,000 - $39,999	2	5.4
$40,000 - $49,999	2	5.4
$50,000 - $59,999	1	2.7
Total	37	100.0

Median Salary --- $25,833
Mean Salary --- $27,419

1990 Survey of Career Alumni out of college 6-7 years
Median Salary --- $25,345
Mean Salary --- $26,452

Job Duties Performed	N	Duty Frequency Index*
Drafting	25	1.20
Estimating	25	.88
Purchasing of Building Products/Equipment/Furniture	25	.68
Shop Drawings	25	.64
Computer Assisted Design (CAD)	25	.56
Specifications	25	.48
Painting	25	.40
Surveying	25	.36
Carpentry	25	.36
Building Department	25	.36
Interior Design/Space Planning	25	.36
Contractor	25	.36
Electrical	25	.32
Dry Wall	25	.32
Concrete Work	25	.24
Insulating	25	.20
Plumbing	25	.16
Kitchen Layouts or Installers	25	.16
Excavating	25	.12
Masonry	25	.08
Heating, Ventilating and Air Conditioning	25	.08
Manufacturing of Building Products	25	.08
Iron Workers	25	0

*Duty Frequency Index: 2 = Often Perform This Duty
1 = Occasionally Perform This Duty
0 = Never Perform This Duty

Type of Contractor	Other Duties	
General - 2	Office Manager	Equipment
Tool Vendors	Municipal Mapping	Furniture
Lighting	Sell New Construction	Inspection
Drywall and Acoustic Ceiling	Sell Residential Housing	Locksmith
In-Progress Construction Inspection	Electronic Instrumentation	Renderings
	Irrigation Systems	Secretarial

Status of Continuing Education Since Leaving Harper	N	PCT
Taken no courses since leaving Harper College	25	41.0
Taken some courses but no bachelors degree	25	41.0
Achieved a bachelors degree	9	14.7
Still at Harper College	2	3.3
Total	61	100.0

1990 Study of Career Alumni who had left Harper for 6 or 7 years:
49 percent had taken some courses but no bachelors degree
20 percent had achieved at least a bachelors degree

Educational Goals	N	PCT
Plan to achieve a graduate degree in the future	3	5.0
Plan to achieve a bachelors degree in the future	28	46.6
Plan to take further courses but not toward a degree	4	6.7
Educational plans are unclear at this time	16	26.7
No plans to continue education at this time	9	15.0
Total	60	100.0

Transfer Experience -

Percent of Courses Successfully Transferred	N	PCT
0 percent - 25 percent	6	25.0
25 percent - 50 percent	2	8.3
50 percent - 75 percent	2	8.3
75 percent - 90 percent	9	37.5
All but a few courses	4	16.7
All courses	1	4.2
Total	24	100.0
Mean Percentage		61.0%

1988 Career Alumni study - mean percentage of courses transferred was 74 percent

Majors for Those Planning a Masters Degree In the Future	Majors for Those Planning a Bachelors Degree In the Future	Majors of Those Just Planning to Take Course But Not Toward a Degree
Architecture	Architecture - 13	Building Construction
Construction	Not Sure - 3	Business
Business or Construction Management	Aeronautical	Siema Arris CADD System
	Radio and TV	Computers
	Psychology	
	Structural Arch/Engineering	
	Engineering	
	Interior Design	
	Architecture/Engineering	
	Jet Mechanic	
	Architectural Planning	
	Mechanical Drafting	
	Environmental Design	
	Design Science	

Benefit of Courses Taken at Harper College

Courses Taken by at Least 8 Former ATE Students	Number Who Took Course	Percent Taking Course	Benefit Index*
Math	13	48.1	1.38
ATE 106 - Computer Math for Arch Tech II	13	48.1	1.31
ATE 201 - Comprehensive Building Projects I	13	48.1	1.31
ATE 203 - Construction Problems I	14	51.9	1.29
MTH 103	8	29.6	1.25
ATE 102 - Introduction Arch Tech I	25	92.6	1.24
ATE 208 - Behavior: Arch Materials II	9	33.3	1.22
Psychology	9	33.3	1.22
ATE 101 - Intro: Arch Materials I	24	88.9	1.21
ATE 104 - Building Materials Tech II	17	63.0	1.18
ATE 202 - Comprehensive Building Project II	11	40.7	1.18
ATE 207 - Behavior: Arch Materials I	11	40.7	1.18
ATE 204 - Construction Problems II	13	48.1	1.15
ATE 103 - Building Materials Tech I	22	81.5	1.14
ATE 105 - Computer Math for Arch Tech I	19	70.4	1.11
MTH 102	10	37.0	1.10
Sociology	9	33.3	1.00
English	12	44.4	1.00
ART	11	40.7	.91
SOC 101	9	33.3	.89

Benefit Index: 2 = Great Benefit
1 = Some Benefit
0 = Little or no Benefit

Benefit of Courses Taken at Harper College (continued)

Courses Taken by at Least 6 Former ATE Students	Number Who Took Course	Percent Taking Course	Benefit Index*
ATE 209 - Principles: Real Estate	1	3.7	2.00
SOC 205	1	3.7	2.00
Engineering	1	3.7	2.00
Economics	1	3.7	2.00
Fine Arts	3	11.1	1.67
Speech	3	11.1	1.67
ATE 206 - Computer Applications	4	14.8	1.25
Physical Science	4	14.8	1.25
MTH 104	6	22.2	1.00
EGR 150	3	11.1	1.00
ART 111	2	7.4	1.00
EGR 211	1	3.7	1.00
ATE 205 - Computer Graphics	5	18.5	.80
ART 110	6	22.2	.67
PHY 121	3	11.1	.67
MTH 200	3	11.1	.67
Physical Education	2	7.4	.50
PHY 122	2	7.4	.50
MTH 201	2	7.4	.50
Anthropology	5	18.5	.40
Philosophy/Humanities	4	14.8	.25

Benefit Index: 2 = Great Benefit
1 = Some Benefit
0 = Little or no Benefit

Courses, Which If Had Been Included in Their Curriculum, Would Have Benefited The Students Now on Their Job or In Their College Situation	N
Construction Management	12
Rendering	11
Energy Conservation	11
Perspective	10
Building Habilitation and Remodeling	10
Civil: Roads, Parking, Site Drainage, Utilities	9
Plumbing	6
Heating, Ventilating, Air Conditioning	6
Electrical	6
Specifications	5
Interior Design	3
Architectural Theory	1
Analysis of Buildings: Typology, Function, Form	1
Math and Science	1
Design Theory Similar to UIC Curriculum	1
Surveying	1
Model Making	1
Construction Technology	1

Suggestions for Ways In Which Harper College Could Improve Its Architectural Technology Program

- Develop a more advanced CAD situation - less students per teacher/class.
- A model making class would be very helpful.

Suggestions for Ways In Which Harper College
Could Improve Its Architectural Technology Program (continued)

- More contact with employers looking for people with AIE training. Guest lecturers. The faculty in my time at Harper was very skilled.
- Set aside longer lab times. The classes I took at Harper College required 80 percent of the work done at home or after class.
- Devote more time to teaching people real life situations. Only a small percentage will ever draw the buildings. We had to design, residential work would probably be very beneficial.
- I would add more design theory and concentrate on rendering, such as color pencil, markers, etc.
- Since I have not been able to find a job where I can utilize my architectural technology education, job placement would be most helpful to students. Not just job placement for those who receive their associates, but for those who only received a certificate.
- Offer a program in which the classes are geared towards transfer directly into a 4 or 5 year architectural program. Maybe all three major universities near you , i.e., University of Wisconsin, Milwaukee, IIT and UIC. This would benefit students that are planning on pursuing higher goals educationally.
- No, but it is very hard to find a job in that field.
- Continue your class field trips to see some of Chicago's architecture.
- Add classes offering a basic view of the items marked in question 8 and 1 or anything related to a career as a builder - developer - general contractor.
- I am not presently employed with a job involving architecture. So I cannot comment on the benefits of the courses I took at Harper.
- Harper should offer basic in-depth construction classes. I was told these classes are only taught in high school.
- Circle would not take classes taken at Harper. Very unhappy with the program and instructors.
- More emphasis should be placed on the relationship of form and function and how this is achieved using different methods. Perhaps go on field trips to Chicago (or any appropriate place) in which to examine buildings and have a sketch book for students to sketch what they see.
- The two years I spent in the program were an excellent part of my life. Since I am not in the field in a professional sense I don't think I am qualified to suggest improvement.
- Spend a tad bit too much time with copying some else's drawing and copying specs, notes, etc. Possibly more concentration on your own drawing and your own specs and notes. This would enable the student to learn more "structurly" which is MOST, MOST, important!
- More computer courses offered. There are probably more now than when I attended.
- While at Harper I did not feel as though I received the personal guidance I needed towards entering a design program at the university level. Harper's program did provide me with invaluable support skills, i.e., drafting, CAD, materials, etc., which has hastened my learning.
- The courses that I took in the ATE program did not transfer. The classes that are taken by people who intend to transfer into a 4-year university and major in architecture should take general studies classes at Harper, not ATE courses. Even though there are classes that seem appropriate to take, they were no use to me creditwise.
- Teach drafting skills - test on architecture practices, line weights. Go over what is needed to continue in architecture. Emphasize English, math, writing skills, communication skills - not mainly drafting courses. have separate lecture courses that correspond to a certain construction technique. Challenge students to grow.
- Better equipment - chairs, tables. Instructions from staff are very good.
- Tried to leave Harper for another architectural program at a different school because no freehand, science or math courses were required. Mr. Yohanan had to go to a lot of effort to get me in a math and art class. Thank you very much, by the way. It's important for 3-D skills and basic trip 7 calculus to be part of the program.

How Former Students Used Their
Computer Skills Learned at Harper

- I do not use them at my current job.
- Recently I took two semesters of Auto CAD ASG at Oakton College.
- Not at all - other than being aware of capability.
- Taught me how to work with CAD, Wordperfect and Lotus.
- Did not have CAD available when I left Harper in 1985.
- I have not and I doubt I ever will utilize any aspect of may architecture technology studies. It's hard to do so when one cannot get a job in the industry.
- Did not take it at Harper but wish I had.
- I used computer in school but I do not use it at work. Needed to spend more time at school on the computer - the class is too fast.
- Our office is expanding and using more computers to do more drafting work. I am a step ahead of the others in the office and this experience helped get my job.
- It gave me a familiarity with computers.
- I think Auto CAD is a very important part of the new architecture world today. You must have more computers and printers in working order, though. There were many wasted hours waiting for a computer.
- Never took computer drafting classes.
- The computer skills have given me a general knowledge of how CAD works. So I have been able to expand this knowledge.
- At the time of my enrollment, Harper did not have a very good hands on training program with computers. I believe we were studying Fortran only. I believe CAD is very important to learn and should be a part of the program.
- The knowledge of learning CAD is very beneficial. Last year my company subbed out this year a "in-house architect". Next year who knows. CADS, Computers, etc., are a part of the future.
- Did not take any computer courses. I wish they were offered when I was enrolled.
- I never have and never will - I took Fortran.
- Primarily have learned computer skills on the job. Having some computer skills helped to be able to take micro station/intergraph as a more technical course was able to discuss skills with other co-workers who work on the same system learned at Harper.
- Work with PC on the job - also ATE 201 and 203 helped with office design. I deal with that on the job, too.
- Not as of yet.
- The punch card system taught to me was outdated. It did, however, stir my interest in CAD and now I am one of three CAD operators at my present firm.
- I must first say that I owe a debt of gratitude to Tom Kane for getting me hooked on CAD. I now do contract work as a side income. I have taught Autocad U.10 in the Boulder Colorado Public School District and have had several jobs in architectural firms as the lead operator. I have taken this love for CAD and pushed its capabilities with outside programs and have begun to explore computer animation. I sincerely hope to make this a career endeavor after graduation from C.U. in May. Current color theory and rendering classes are facilitating this goal.
- I am a transfer student at the University of Illinois, Chicago, and was upset when I found out I was placed in first year. After a year of architecture courses at Harper, I had spoken with one of my professors at the school and showed him the portfolio which I had submitted, most of the work being done at Harper. And without hurting my feelings directly he laughed at what I had done. Then explained to me that most people who submit work from community colleges do not get accepted to second year because of the lack of skill. I feel what I was missing was the architectural language and the different ways of communicating architecture which Harper did not provide me with.

Special Comments

To: Professor Yohanan
Professor Kane
Professor Hack

Thank you for the things you taught me. Not only in the realm of architecture, but of life. Since I have now taught "for my self" I can understand the power of the opportunities opportunities and ones mind to the world at large. This you all have instilled in me --- to share with others the things that I have learned. My education is not complete yet, perhaps it never will be, given that we continue to grow and learn as humans until death. It has been in this growing that I have come to realize the important and value of what was taught. And all too often we, as people, don't realize it until the opportunity to say Thank You is long gone. Using this opportunity now -- I would like to say Thank You.

Best wishes, Good Luck -- Gary Daman

Professor Yohanan

P.S. Even though I have a BS degree, I will consider taking future classes at ATE (Harper), if they include:

1) Rendering (general) (Perspective)
2) Refresher before taking (A.R.E.) exam
3) Structure - a) Timber b) Steel

Please inform me if such courses will be offered in the future.

Mohammed N. Ansari

Appendix-Cover Letter
Survey Instrument

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Fall 1991

Dear Architectural Technology Student:

More than ten years ago a survey questionnaire was sent to several hundred students who took four or more courses in the Architectural Technology program of Harper College. Since then rapid advancements have occurred throughout the entire building industry. We want to know what impacts present and immediate future trends in employment. The most noticeable impacts relate to environmental concerns and computer assisted design. In order to anticipate the dynamic changes which are necessary for our program to be current and up-to-date, we need your helpful responses.

We would appreciate a few minutes of your time to complete this survey form. The number on the survey identifies you and when we receive your completed survey enables us to remove your name from the list so you will not be bothered with the second mailing or a follow-up telephone call. Any information you supply will be kept strictly confidential among appropriate College personnel. For your convenience we have enclosed a stamped self-addressed return envelope.

The information you supply would influence course offerings, related modifications, and future employment opportunities for our students. If you have any questions regarding this questionnaire, please contact us at 1-708-397-3000, extensions 2236 or 2367.

Sincerely,

Joseph Yohanan
Gertrude Lempp Kerbis
Architecture Technology

Enclosures

Please give a permanent address where you can always be reached.

Name_____ Social Security No._____

Address_____ Telephone Number_____

City, State_____ Zip _____

Please place a check (x) on the line beside the appropriate item and provide the appropriate remark where indicated. Your responses will be appreciated.

EMPLOYMENT - If you are employed, answer items 1, 2, 3, otherwise skip to number 4.

1- I am presently employed: _____ A. Full Time

_____ B. Part Time

Name of Employer_____

Address of Employer_____

City_____State_____Zip_____

2- Look over the following job duties and indicate which ones you perform. Check (x) one in each section.

	Often Perform This Duty	Occasionally Perform This Duty	Never Perform This Duty
A. Drafting	_____	_____	_____
B. Estimating	_____	_____	_____
C. Specifications	_____	_____	_____
D. Surveying	_____	_____	_____
E. Concrete Work	_____	_____	_____
F. Carpentry	_____	_____	_____
G. Masonry	_____	_____	_____
H. Plumbing	_____	_____	_____
I. Heating Ventilating & Air Conditioning	_____	_____	_____
J. Electrical	_____	_____	_____
K. Insulating	_____	_____	_____
L. Excavating	_____	_____	_____
M. Computer Assisted Design (CAD)	_____	_____	_____
N. Building Department	_____	_____	_____
O. Painting	_____	_____	_____
P. Dry Wall	_____	_____	_____
Q. Manufacturing of Building Products	_____	_____	_____
R. Shop Drawings	_____	_____	_____
S. Kitchen Layouts or Installers	_____	_____	_____
T. Purchasing of Building Products/ Equipment/Furniture	_____	_____	_____
U. Iron Workers	_____	_____	_____
V. Interior Design/Space Planning	_____	_____	_____
W. Contractor (fill in appropriate specialty/trade)_____ _____	_____	_____	_____
X. Other (please specify)_____ _____	_____	_____	_____

3. What is your full-time annual salary range?

_____ A. Under $15,000 per year
_____ B. $15,000 - $19,999 per year
_____ C. $20,000 - $24,999 per year
_____ D. $25,000 - $29,999 per year
_____ E. $30,000 - $34,999 per year
_____ F. $35,000 - $39,999 per year
_____ G. $40,000 - $49,999 per year
_____ H. $50,000 - $59,999 per year
_____ I. $60,000 - $69,999 per year
_____ J. $70,000 per year and over

EDUCATIONAL GOALS AND STATUS

4. How far have you continued your education since leaving Harper College? Check (x) one.

_____ A. Have taken no college courses since leaving Harper.
_____ B. Have taken some college courses but do not have a bachelor's degree.
_____ C. Have achieved a bachelor's degree.
_____ D. Have achieved a bachelor's degree plus some graduate courses.
_____ E. Have achieved a master's degree.
_____ F. Have achieved a professional degree.
_____ G. Have achieved a doctorate.

5. What are your present educational goals? Check (x) one.

_____ A. I am planning to achieve a graduate degree some time in the future.
Major_____
_____ B. I am planning to achieve a bachelors degree some time in the future.
Major_____
_____ C. I plan to take further courses but not toward a degree.
Area of Interest_____
_____ D. My educational plans are unclear at this time.
_____ E. I have no plans to continue my education at this time.

EDUCATION SECTION

If you have been enrolled full time at a college or university since leaving Harper, please answer the following question, otherwise skip to number 7.

6. What portion of the courses which you took at Harper were you able to transfer? If you do not know for sure, make the best estimate you can. Check (x) one.

_____ A. 0% - 25%
_____ B. 25% - 50%
_____ C. 50% - 75%
_____ D. 75% - 90%
_____ E. All but a couple of courses
_____ F. Transferred all courses

7. Rate those courses taken at Harper as to their benefit to you on the job, in college, or in the community. Check (x) one in each of the appropriate columns.

	Great Benefit	Some Benefit	Little/No Benefit	Did Not Take Course
A. ATE 101 Intro: Arch Tech I	____	____	____	____
B. ATE 102 Intro: Arch Tech II	____	____	____	____
C. ATE 103 Bldg. Materials Tech I	____	____	____	____
D. ATE 104 Bldg. Materials Tech II	____	____	____	____
E. ATE 105 Computer Math for Arch Tech I	____	____	____	____
F. ATE 106 Computer Math for Arch Tech II	____	____	____	____
G. ATE 201 Comprehensive Bldg. Project I	____	____	____	____
H. ATE 202 Comprehensive Bldg. Project II	____	____	____	____
I. ATE 203 Construction Problems I	____	____	____	____
J. ATE 204 Construction Problems II	____	____	____	____
K. ATE 205 Computer Graphics	____	____	____	____
L. ATE 206 Computer Applications	____	____	____	____
M. ATE 207 Behavior: Arch. Materials I	____	____	____	____
N. ATE 208 Behavior: Arch. Materials II	____	____	____	____
O. ATE 209 Principles: Real Estate	____	____	____	____
P. Sociology	____	____	____	____
Q. Psychology	____	____	____	____
R. Physical Science	____	____	____	____
S. Speech	____	____	____	____
T. Art	____	____	____	____
U. Math	____	____	____	____
V. Anthropology	____	____	____	____
W. Philosophy Humanities	____	____	____	____
X. Physical Education	____	____	____	____
Y. ART 110	____	____	____	____
Z. ART 111	____	____	____	____
AA. PHY 121	____	____	____	____
BB. PHY 122	____	____	____	____
CC. EGR 150	____	____	____	____
DD. EGR 211	____	____	____	____
EE. SOC 101	____	____	____	____
FF. SOC 205	____	____	____	____
GG. MTH 102	____	____	____	____
HH. MTH 103	____	____	____	____
II. MTH 104	____	____	____	____
JJ. MTH 200	____	____	____	____
KK. MTH 201	____	____	____	____
LL. English	____	____	____	____
MM. Other _____	____	____	____	____
NN. Other _____	____	____	____	____

8. Are there courses or subject matter which, had they been included in your curriculum, would have benefited you now on your job, in college, or in your community? Check (x) all that apply.

_____ A. Perspective
_____ B. Rendering
_____ C. Interior Design
_____ D. Construction Management
_____ E. Specifications
_____ F. Plumbing
_____ G. Heating Ventilating and Air Conditioning
_____ H. Electrical
_____ I. Civil: Roads, Parking, Site Drainage, Utilities
_____ J. Energy Conservation
_____ K. Building Habilitation and Remodeling
_____ L. Other:_____
_____ M. Other:_____

9. Do you have any suggestions for ways in which Harper College could improve its Architectural Technology program:

_____

_____

_____

_____

_____

_____

10. Describe how you have used your computer skills learned at Harper College, on your job, or in your continuing studies.

_____

_____

_____

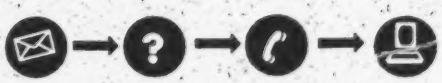
_____

_____

_____

William Rainey Harper College
1200 West Algonquin Road
Palatine, Illinois 60067-7398

Office of Planning and Research



Operational Staff:

Janice A. Cook, Secretary

ERIC Clearinghouse for Junior Colleges

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